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EFFECTS OF GROUP GUIDANCE AND GROUP COUNSELING ON THE SELF CONCEPT AND PROFESSIONAL ATTITUDES OF PROSPECTIVE TEACHERS.

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The purpose of this study was to investigate the research hypothesis that group guidance and group counseling procedures would produce positive changes in the self-concept and professional attitudes of prospective teachers. Pre- and post-test measures of the Tennessee Self Concept Scale, TERP (ES-VII) Attitude Scale, and the Vocational Decision Questionnaire were administered to 302 prospective teachers. Statistical analysis of the results showed significant positive gains for several subgroups, with subgroups of females in comparison with males and group guidance students in comparision with directed students showing the greater positive gains. The conclusion reached in this study is that group guidance and group counseling significantly produced changes in the self-concept and professional attitudes. (author)

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Effects of Group Guidance and Group Counseling on the Self Concept and Professional Attitudes of Prospective Teachers*

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The purpose of this study was to investigate the research hypothesis that group guidance and group counseling procedures would produce positive changes in the self concept and professional attitudes of prospective teachers. Pre-and post-test measures of the Tennessee Self Concept Scale, TERP (ES-VII) Attitude Scale, and the Vocational Decision Questionnaire and a post Attitudinal Questionnaire were administered to 302 prospective teachers. Statistical analysis of the results showed significant positive gains for several sub-groups with subgroups of females in comparison with males and Group Guidance students in comparision with Directed students showing the greater positive gains. The conclusion reached in this study is that Group Guidance and Group Counseling significantly produced changes in the self concept and professional attitudes.

In recent years there has been a growing awareness that teacher education should include more than content learning. Professional literature is replete with suggestions for a mental hygiene approach in teacher education (Khleif, 1965; Peck, 1964; Pinson, 1965; Samler, 1965; Withall, 1964). Samler (1965) emphasizes self-understanding as the key aspect of mental health and an essential ingredient for making mature choices and assuming responsibility. Jersild (1952, 1955) emphatically supports the necessity for self-understanding for the teacher who would be effective in working with children, and Porter (1964) supports Jersild's emphasis as follows:

> ... . the process of becoming a teacher is basically a process of individual self-actualization with all that this implies in terms of development of self, motivation to become a teacher, self-concept, purpose, perception of experience . . . the implication for the teacher education program of the process of becoming a teacher have scarcely been tapped . . . (p. 439).

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Combs (1965) stated that it is at the source of supply, the teacher-preparation program, that review and innovation are critically needed.

In their search for innovative methods and procedures, teacher educators have turned to the research in Social Psychology and Group Dynamics. The current study was an attempt to investigate the research hypothesis that group guidance and group counseling procedures would produce positive changes in the self-concept and professional attitudes of prospective teachers. The underlying assumptions were that a positive self-concept and a progressive educational philosophy are prized and necessary characteristics of teachers who promote positive mental health.

Subjects of the Study

The subjects were selected from enrollees in Education 303A, Introduction to Professional Development at the University of Georgia. Subjects in the treatment groups (Tables 1 and 2) were instructed by Instructor I (directed procedures) and Instructor II (group guidance procedures). The four treatment groups were defined as follows:

1. Control I--Classroom experience only--under Instructor I or under Instructor II;

2. Control II--Classroom experience only--under Instructor I or under Instructor II, but these subjects had volunteered for Group Counseling;

3. Experimental I--Classroom experience plus four-to-nine sessions of group counseling; and

4. Experimental II--Classroom experience plus one-to-three sessions of group counseling.

Table 1

Subjects by Instructor and Group

	Instructor I	Instructor II	Total
Control I	53	81	134
Control II	33	51	90
Experimental I	19	32	51
Experimental II	19	18	27
Total	114	188	302

Table 2

Subjects in Group Counseling by Instructor

	Instructor I	Instructor II	Total
Counseling Volunteers	67	112	179
Offered Counseling	34	57	91
*Hold Group	33	55	88
Participated in Counseling	28	50	78

*Offered counseling Winter Quarter

Hypothesis

The following null hypothesis was tested:

> Subjects who had been subjected to specified classroom and group counseling procedures do not differ significantly on measured changes of the self-concept and professional attitudes when grouped according to selected variables.

Three statistical procedures were used to test the null hypothesis: (1) Least Squares Analysis (Harvey, 1960), (2) the Duncan's Multiple Range Test (Kramer, 1951); and (3) the Chi-square Test of Independence (Dixon, 1965).

Method and Procedure

All subjects were pretested on the Tennessee Self Concept Scale (Fitts, 1965), the TERP (ES-VII) Attitude Scale (Kerlinger, 1958a, 1958b, 1967[1]), and the Vocational Decision Questionnaire (author-devised). After participating in classroom procedures under Instructor I (Directed) or under Instructor II (Group Guidance) plus group counseling if they had volunteered for this additional experience, the subjects were retested on the same instruments and an Attitudinal Questionnaire (author-devised). Both instructors used same text, course outline, bibliography, and had access to a battery of psychological tests. The purpose of the course included psychological testing, promotion of a self-understanding experience, and a presentation of basic educational concepts.

Results and Discussion

Upon the basis of statistical analysis of the data the null hypothesis

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[1]Personal Correspondence, to Dr. Harry G. Padgett, Appalachian State University, from Dr. F. N. Kerlinger, New York University, September, 1967.

was rejected. Tables 3 and 4 give the results of the Least Square Analysis and Duncan's Multiple Range Tests of Significance for the TSCS and TERP (EV-VII). The results are given in terms of positive gains.

Table 3

Analysis of Variance Data for Tennessee

Self Concept Scale and TERP Attitude Scale

Score	Effect	df	F. Ratio	P
	Tennessee--All Subjects			
Self Criticism:	Class	3	3.10	.05
	Sex	1	5.65	.05
	Instructor x Sex	1	7.38	.01
Identity:	Instructor	1	6.63	.05
Moral-Ethical:	Instructor x Sex	1	4.43	.05
Variability:	Sex	1	4.10	.01
	Tennessee--Experimental I			
Physical Self	Sex	1	4.89	.05
	TERP (ES-VII) Attitude Scale			
D (A-B) Score:	Class	3	5.23	.01
	Sex	1	3.93	.05

Table 4

Positive Gain on Tennessee Self

Concept Scale and TERP (ES-VII) Attitude Scale

Tennessee Self Concept Scale

Score	Gain Group	Comparison Group
Self Criticism	Female-Total Group	Males-Total Group
Self Criticism	Seniors and Sophmores	Freshmen
Self Criticism	Female-Directed Group	Males-Directed Group
Self Criticism	Males-Group Guidance	Males-Directed Group
Identity	Student Group Guidance	Students-Directed Group
Moral-Ethical Self	Females-Group Guidance	Males-Group Guidance
Moral-Ethical Self	Males-Directed Group	Males-Group Guidance
Variability	Female-Total Group	Males-Total Group
Distribution	Students-Group Guidance	Students-Directed Group
Physical Self	Males-Experimental I	Females-Experimental I
	TERP	
D (A-B) Score	Seniors and Sophmores	Freshmen
D (A-B) Score	Female-Total	Males-Total

Several noticable trends were observed when the subgroups having significant F.ratios were studied:

(1) Four subgroups of females made significantly greater positive gains than did subgroups of males, but only one subgroup of males made significantly greater gains than females. Females in the Total Group showed significantly less defensiveness on the Self Criticism score than did males in the Total Group and females in the Directed Group showed significantly less defensiveness than did males in the Directed Group. The Self Criticism score is comprised of ten mildly derogatory statements which most people admit as being true of them. These subgroups of females showed an increased acceptance of these statements as being characteristic of them. Females in the Total Group showed significantly greater gains in self integration as measured by the Variability score than did males. However, the male group exhibited adequate integration. Males in group counseling showed significantly greater positive gains in their perception of their physical selves than did females. The Physical Self score is a measure of the person's view of his body, health, appearance, skills, and sexuality.

(2) All of the adjusted means of the Tennessee Self Concept Scale subscores, except the Moral-Ethical Self, showed a more positive direction for Group Guidance students than for Directed students. On three of the twelve subscores, Identity, Distribution, and Self Criticism scores, significantly greater gains were recorded. Group Guidance students identified themselves significantly more positive, were more certain of their self-perceptions, and were less defensive than were Directed students. The Identity score, comprised of "What I Am" items, is a measure of the individual's basic identity. The Distribution score is a measure of the certainty of how one sees himself. Definiteness and certainty are indicated by a high score. The Self Criticism score may measure openness (higher score) or defensiveness (low score). Extremely high scores may be indicative of a pathological lack of defensiveness.

(3) As measured by the Self Criticism score, seniors and sophmores become significantly less defensive than freshmen and somewhat less defensive than juniors. (The fact that freshmen were new students and the junior group was composed mainly of transfer students may account for the results.)

(4) On the TERP, seniors and sophmores became significantly more progressive in their educational philosophy than did freshmen, and somewhat more progressive than did juniors. (The newly arrived students in the University climate, freshmen and transfer juniors, may not be personally and professionally ready to incorporate certain philosophical concepts.) Kerlinger (1958b) suggests that the progressive teacher is characterized by warmth, sensitivity, employment of democratic procedures, and student-centered attitudes.

(5) Significant gains were recorded between subgroups of males on Self Criticism and Moral-Ethical scores, but no trend was noted.

Although there were some measured changes for the Control and Experimental Groups, the differences were not sufficient to produce significant F ratios, except for males on the Physical Self score on TSCS.

No significant Chi-squares were recorded on the Vocational Development Questionnaire, but the results indicated a tendency for students to become more crystallized in their decisions regarding the teaching profession, i.e., to teach or not to teach.

On the Attitudinal Questionnaire students in Group Guidance Classes rated Education 303A significantly more valuable as an insight and self-understanding experience than did Directed Classes. In ranking the various course experiences all subgroups ranked the use of psychological inventories for self analysis the most helpful and beneficial experience of the course. Fifty per cent of the students in group counseling ranked group counseling first, but in ranking the five experiences on a one-to-five scale, the top ranking of the group counselees agreed with the other subgroups. The ranked experiences were: lecture and discussion of the text, general class discussion, outside reading, battery of psychological inventories, and group counseling (ranked only by those in counseling).

The findings of this study suggest that Group Guidance and Group Counseling did effect positively the self-concept and professional attitudes. Not only were there evidences of significant and directional changes in the Group Guidance students and Group Counseling students on the Tennessee Self Concept Scale, but also evidence of more positive attitudes toward the overall course experience. Educators need not to be reminded that learning can best be implemented when the learner is personally involved in the

learning process. Prospective teachers or initiates on the royal road to professional certification may be assisted in making realistic decisions regarding the teaching profession through innovative procedures. Group Guidance procedures provide opportunity for active participation of students in the classroom experience and Group Counseling provides a medium for deeper personal exploration. Further research is suggested for studying the effects of these and related procedures on the personal and professional development of prospective teacher.

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